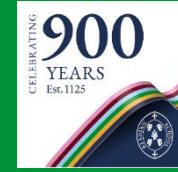


The Reading  
School Year  
11 Expectations  
Evening  
will begin  
shortly



The Reading  
School Year  
11 Expectations  
Evening  
will begin  
shortly



The Reading  
School Year  
11 Expectations  
Evening  
will begin  
shortly



The Reading  
School Year  
11 Expectations  
Evening  
will begin  
shortly



The Reading  
School Year  
11 Expectations  
Evening  
will begin  
shortly



*The Reading School Year 11 Expectations Evening  
will begin shortly*

This presentation will be recorded  
and a link sent to parents.



Yr 7 INTEGRITY



MORALS Principles HONEST MORALS ACCOUNTABILITY HONORABLE Rectitude Right JUST VALUE HONOR FAIR Ethics Lawful CORE VALUES Truth Strong FAIR UPRIGHTNESS WISE Good Character Moral Values IDEALS LIFE Ideology TRUE Live RIGHT Philosophical FAITH Moral Values

CELEBRATING 900 YEARS Est. 1125

Reading SCHOOL Est. 1125

THE SUNDAY TIMES SCHOOLS GUIDE 2023

Expectations Evening Year 11  
Date: 10<sup>th</sup> September 2025 – 7pm  
Presented by Mr David McGall and Ms Lizzie Ayres



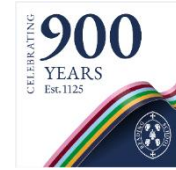
## Key Content:

1. The Reading Way and Culture (DMc)
2. Pastoral Support (DMc)
3. The Curriculum and Careers Support (LAy)
4. GCSEs (LAy)
5. First Step & Next Steps (DMc)
6. Key Dates and 900 Years (DMC/LAy)



# 1. The Reading Way and Culture

# Building People of Character





## READING SCHOOL **PSHE EDUCATION**: LONG-TERM OVERVIEW



+

	<b>Autumn 1</b> <b>Health &amp; wellbeing</b>	<b>Autumn 2</b> <b>Living in the wider world</b>	<b>Spring 1</b> <b>Relationships</b>	<b>Spring 2</b> <b>Health &amp; wellbeing</b>	<b>Summer 1</b> <b>Relationships</b>	<b>Summer 2</b> <b>Living in the wider world</b>
<b>Year 7</b>	<b>Transition and safety</b>  Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b>  Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b>  Diversity, prejudice, and bullying	<b>Health and puberty</b>  Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b>  Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b>  Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use	<b>Setting goals</b>  Learning strengths, career options and goal setting as part of the GCSE options process	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b>  Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b>  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b>  Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Community and careers</b>  Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Respectful relationships</b>  Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b>  Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b>  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b>  Employability and online presence
<b>Year 10</b>	<b>Mental health</b>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b>  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b>  The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b>  Communities, belonging and challenging extremism	<b>Work experience</b>  Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b>  Self-efficacy, stress management, and future opportunities	<b>Next steps</b>  Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b>  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b>  Responsible health choices, and safety in independent contexts	<b>Families</b>  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

<b>Year 11</b>	<p><b>Building for the future</b></p> <p>Self-efficacy, stress management, and future opportunities</p>	<p><b>Next steps</b></p> <p>Application processes, and skills for further education, employment and career progression</p>	<p><b>Communication in relationships</b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p><b>Independence</b></p> <p>Responsible health choices, and safety in independent contexts</p>	<p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
----------------	---	--	--	--	--	--

# Floreat



BOYS THAT BOND (Y7)	VALUE OF CHARACTER (Y8)	POWER TO THE 9's (Y9)	FINDING MEANING AND PURPOSE (Y10)	WISDOM FOR LIFE (Y11)
<p><b>HALF TERM 1</b></p> <p><b>Who am I and where do I fit in?</b> School Pillars, community values and belonging</p>	<p>HALF TERM 1</p> <p>Why do foundational behaviours matter – what is their impact?</p>	<p>HALF TERM 1</p> <p><b>What is leadership and how do we do it?</b> <b>Collaborative, considerate and generous?</b> Leadership styles and principles</p>	<p>HALF TERM 1</p> <p><b>How do I demonstrate the best version of myself?</b> Assessment centres, observation, facilitation alongside personal high performance</p>	<p>HALF TERM 1</p> <p><b>Do my habits fit?</b> Living the good life Creating an 'Environment for Success'</p>
<p><b>HALF TERM 2</b></p> <p><b>What is character and how do I develop virtues?</b> Virtue theory and toolkit</p>	<p>HALF TERM 2</p> <p><b>Who am I when no one is looking? (including online)</b> Character under pressure and criticism / conflict</p>	<p>HALF TERM 2</p> <p><b>Can we apply the theory?</b> Leading together (Problem solving)</p>	<p>HALF TERM 2</p> <p><b>Who am I and who do I want to be?</b> Purpose, identity, honesty and reflection</p>	<p>HALF TERM 2</p> <p><b>Am I developing wisdom?</b> Habits of excellence Collaborative Theory and Practical's</p>
<p><b>HALF TERM 3</b></p> <p><b>Why do I behave the way I do?</b> Glasser – total behaviour theory</p>	<p>HALF TERM 3</p> <p><b>Why do we give?</b> Character and Service (Civic virtues)</p>	<p>HALF TERM 3</p> <p><b>How do we assess performance and develop?</b> Observations, feedback and assessment centres</p>	<p>HALF TERM 3</p> <p><b>What career avenues do I want to explore?</b> What career can I build and why do I want it? How can I start making choices that will help my development?</p>	<p>HALF TERM 3</p> <p><b>Are we still listening and learning?</b> Refining, reflecting and responding Personal Insights</p>
<p><b>HALF TERM 4</b></p> <p><b>How do I build trust?</b> Relationship building and trust games</p>		<p>HALF TERM 4</p> <p><b>Can we create an effective culture and use it to drive high performance?</b> (fires and cooking)</p>	<p>HALF TERM 4</p> <p><b>What are my strengths and how do I use them?</b> 'Ice cream Truck' team challenge</p>	<p>HALF TERM 4</p> <p><b>Can we excel together?</b> The threads of success High Performance</p>
<p><b>TERM 3</b></p>	<p>Performance virtues</p>	<p>Half Term 5</p> <p><b>Leadership through sport</b></p>	<p>HALF TERM 5 &amp; 6</p> <p><b>Can I make a positive</b></p>	<p>Exam Leave</p>

# Floreat



<b>WISDOM FOR LIFE (Y11)</b>
HALF TERM 1  <b>Do my habits fit?</b>  Living the good life Creating an 'Environment for Success'
HALF TERM 2  <b>Am I developing wisdom?</b> Habits of excellence Collaborative Theory and Practical's
HALF TERM 3  <b>Are we still listening?</b>  Refining, reflecting and responding Personal Insights
HALF TERM 4  <b>Can we excel together?</b> The threads of success High Performance

Activities to support thought

**HONDA ADVERT**

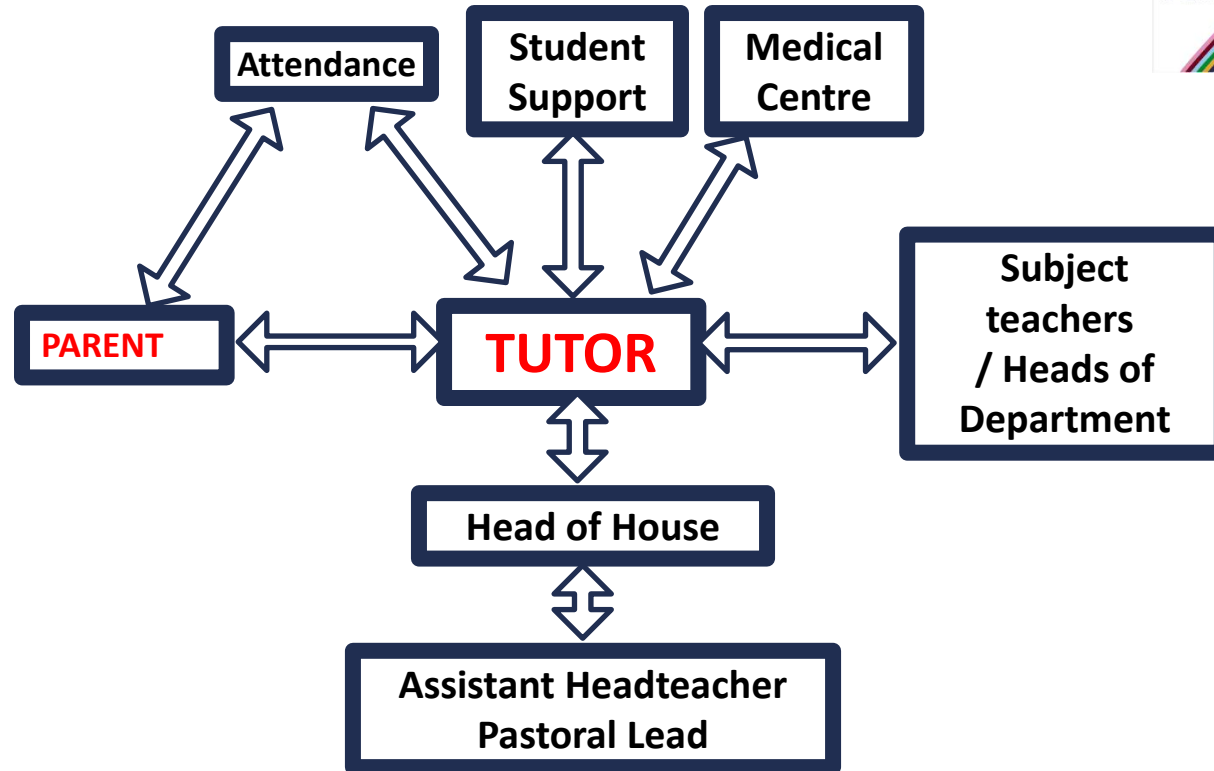
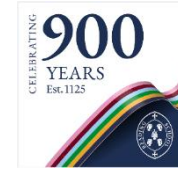
**MYERS-BRIGGS**

**BELBIN ROLES**

**RAVINE LEAN**

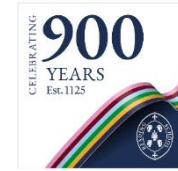


## 2. Pastoral Support





1. Digital Habits
2. Academic Worries
3. Peer Pressure
4. Exam Stress



## Attendance:

**Dr Brookings**

(Pastoral Manager and First Aid)

[attendance@reading-school.co.uk](mailto:attendance@reading-school.co.uk)

## Other support:

Ms Ayres

(Designated Safeguarding Lead)

Ms Rogers

(SENCo)

Ms Lane

(Careers Advisor)

[careers@reading-school.co.uk](mailto:careers@reading-school.co.uk)

(careers appointments)

[estates@reading-school.co.uk](mailto:estates@reading-school.co.uk)

(lockers/bike locks)

[secretary@reading-school.co.uk](mailto:secretary@reading-school.co.uk)

(lost property & general enquiries)

[safeguarding@reading-school.co.uk](mailto:safeguarding@reading-school.co.uk)

(Safeguarding)



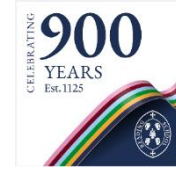
**Remember: Safety, then Wellbeing, then  
Happiness. Success Follows**



# 3. The Curriculum and Careers support



- Maths has 7 lessons per fortnight
- Each Science has 6 lessons per fortnight,
- English has 9 lessons per fortnight,
- Theology and Philosophy has 3 lessons per fortnight through to GCSE
- Each GCSE Option has 5 lessons per fortnight (Mandarin is slightly different)
  
- Floreat and PSHE have 3 lessons per fortnight in total
- PE and Games have 6 lessons per fortnight



# Our Goals

- **Curiosity**
- **Perseverance**
- **Reflectiveness**

# Results this Summer



**Year 13 this summer achieved 72% A\*-A**

**88.8% A\*-B**

**5<sup>th</sup> Nationally Selective schools (BASS)**

**Creative subjects and MFL amongst our very best performers every year**

**Typically, we are aiming for:**

**45% of GCSE grades to be 9**

**90% of GCSE grades to be 9-7**

**Year 11 achieved 45.3% grade 9s and 88.7% 9-7**



Careers support



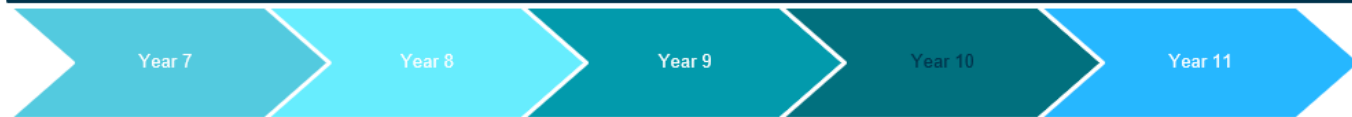
**Monday 26th January**  
**Work Place Learning Day**

# Gatsby Benchmarks

Meeting the academic standard - The eight Gatsby Benchmarks include:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

# READING SCHOOL'S CAREERS VISION AND STRATEGY\*



	Year 7	Year 8	Year 9	Year 10	Year 11
Michaelmas Term	<ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – Developing skills and aspirations (2 &amp; 3)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – setting goals (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Parents Evening (1)</li> <li>Options Evening (1)</li> <li>Individual Careers advice available (1,2,3 &amp; 8)</li> </ul>	<ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – community and careers (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Workplace visits i.e. to Formula 1 offices (6)</li> <li>Higher Project Qualification launched</li> </ul>	<ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – Financial decision making (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – next steps (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>Unifrog launch (1-8)</li> <li>Individual Careers advice (1,2,3 &amp; 8)</li> <li>Sixth Form Advice and Options deadline</li> </ul>
Lent Term	<ul style="list-style-type: none"> <li>Year 7 Parents Evening (1)</li> <li>Book Festival including author talks (LRC/English) (4 &amp; 5)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> <li>University aspirational visit to Oxford (7)</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 Parents Evening (1)</li> <li>Book Festival including author talks (LRC/English) (4 &amp; 5)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5&amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> <li>University aspirational visit to Oxford (7)</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>DoFE Bronze Training (1,2,3,4,5,6,7,8,.)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5&amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Advice on applications for Universities abroad (3)</li> <li>BBC School Report / Young Reporter (English) (4 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>DoFE Silver Training (1,2,3,4,5,6,7,8,.)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Advice on applications for Universities abroad (3)</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Year 11 Work Placement Day (5)</li> <li>National Citizen Service launched</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>New Year 7 Welcome &amp; Information Evenings</li> <li>New Year 7 Induction Day</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Financial Decision Making (2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Digital Literacy (2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Employability skills (2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Preparation for work experience and evaluation of readiness for work</li> </ul>	<ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>GCSE Exams</li> <li>Preparation for Moving On (including Unifrog) &amp; Bridging Work for Sixth Form</li> <li>Sixth Form Academic and Team-3 building Induction Days</li> <li>GCSE Results Day including Careers Adviser (8)</li> </ul>

# Careers support and communication

- A dedicated channel via Student Teams marked “Careers and opportunities”.
- Year group specific Teams Channel for opportunities.
- Parents via the Headmaster’s weekly bulletin for information relevant to parents.
- Instagram Stories
- Via tutors
- Biennial careers convention held – next one is due February 2026.
- Meetings for students are arranged with an independent careers advisor and these are communicated at the right stage for students to consider as they progress through the school by emailing [careers@reading-school.co.uk](mailto:careers@reading-school.co.uk).

# External Careers provisions

- In addition to school communication channels we also share several external resources available to support students with career guidance:
  - **National Careers Service:** Offers free, personalised career advice, skills assessments, and guidance on job searches, available via their website or telephone service.
  - **UCAS** (Universities and Colleges Admissions Service): Provides comprehensive resources for students considering higher education, including information on courses, career pathways, and application tips.
  - **Prospects:** A graduate careers website offering job profiles, advice on career options, and internship opportunities for students planning their future after higher education.
  - **Apprenticeships.gov.uk:** Offers a detailed guide to apprenticeships, including current openings, qualification requirements, and advice on applying for apprenticeship programs across different sectors.



## 4. GCSEs



**Parental role:  
Support, Interest, Low Stakes, Communication**



## 5a. First Steps

- Attendance
- Uniform
- Behaviour
- Ready for Learning

# Punctuality and absence

- Required to be in their first lesson by 8.20 am. A student is considered late if he arrives after their register is taken. This will result in a late mark being recorded in the register.

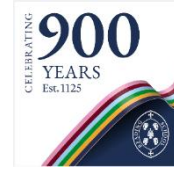


- Watch is key
- Email [attendance@reading-school.co.uk](mailto:attendance@reading-school.co.uk) or telephone from parent.
- **8:30** with details of reason and **each day of absence.**



## Uniform, PE kit and changing

- Blazer, shoes, socks, shirts and no hoodies
- Games day only\* (\*PE P1 can attend)
- Electives change during lunch



# Mobile Phones, earphones and Smart watches:

**Phones should be turned off on the school site** for Year 7 – 11 during the school day.

Teacher can permit their usage.

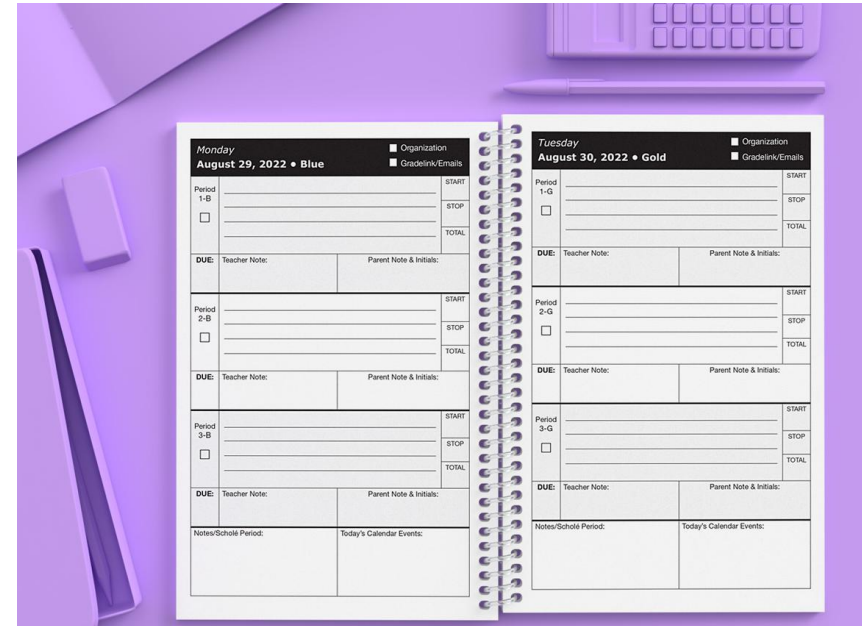
Detention if you have 3 misuses during a half term





# Planner and Home School Agreement

- Weekly signing
- Home school Agreement
- Equipment to ensure
- **Ready for learning**





## 5b. Next Steps

**Access Arrangements - early**

**Illness & Special Consideration**

## **Minimum Entry Requirements**

56 points from best 8 GCSEs. In addition, there are subject entry requirements for each subject

## **Application Process**

Window for applications open 2<sup>nd</sup> December with a closing in the last week of January 2026

## **Choices**

What does your son love? Three A Levels is genuinely the best option unless a student will secure 3 A\* grades with ease. Breadth matters.

[Reading School - Year 12 Entry](#)

# Plan for alternatives A, B & C

- safety net options – research for all



## 6. Key Dates

- **Friday 19<sup>th</sup> September -**
- **Friday 17<sup>th</sup> October -**

**Half term**

**Monday 6<sup>th</sup> – Friday 10<sup>th</sup> November -**

- **Thursday 13<sup>th</sup> November -**
- **Sunday 23<sup>rd</sup> November -**
- **Tuesday 2<sup>nd</sup> December –**
- **Monday 8<sup>th</sup> – Friday 19<sup>th</sup> December –**

**Christmas Holidays**

- **Monday 26<sup>th</sup> January -**
- **Thursday 5<sup>th</sup> February -**

**Half term**

- **Thursday 26<sup>th</sup> February-**

- **Friday 27<sup>th</sup> March term ends –**

**Easter Holidays**

•

- **Wednesday 7<sup>th</sup> May-**

**Likely exam leave commences**

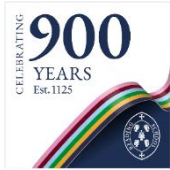
**Macbeth play for students in Chapel**  
**English Language Mock exam afternoon**

**Reading Week**

**Year 11 Parents' Evening**  
**House Music (Hexagon)**  
**Sixth Form Application Opens**  
**Mock Exams**

**Staff Day & Year 11 Work Placed Learning**  
**Careers Convention Evening**

**Parents' Evening Intervention support students**



CELEBRATING

900

YEARS

Est. 1125



## Celebrations

- 900<sup>th</sup> Anniversary and our Masterplan for the future

## 900<sup>th</sup> Anniversary Lecture Series

Reading Abbey and Reading School  
Presented by Lindsay and John Mullaney

**Tuesday 16<sup>th</sup> September, 3.30pm to 4:30pm**  
**Big School, Reading School**

***What is Reading School's connection to Reading Abbey and is it really 900 years old? Is there evidence to suggest it could be even older?***

Join local historians John and Lindsay Mullaney for the first of three special 900<sup>th</sup> Anniversary lectures marking Reading School's historic milestone. They will take the audience on a fascinating journey looking at the evidence of its earliest existence, and its later development up to the time of Henry VII – while answering the questions of why, where and when Reading Abbey was founded.

Lindsay Mullaney holds a BA in French/Italian and an MA in Applied Linguistics, both from the University of Reading. John Mullaney holds a degree in Philosophy and Theology from the Marianum Faculty of the Pontifical University in Rome, a BA in History and Italian and an MA in Education, both from Reading.

## Henry I and his Abbey



Lindsay Mullaney



Tuesday 16th September – 900th Anniversary 3-part lecture series, (Big School)



# THE OLD REDINGENSIAANS' HOUSE MUSIC COMPETITION

Sunday 21st September 2025 | 18:45 – 22:15

Concert Hall, Town Hall, Reading, RG1 1QH

Join us for a spectacular celebration of Reading School music through the ages. East, West, County, and School House will each deliver a 25-minute programme featuring orchestras, choirs and ensembles in a friendly showdown, led by some of our most talented alumni, including acclaimed composers, West End directors & BBC award winners.



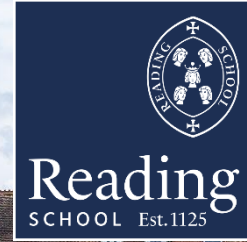
# Celebrating 900 Years: Gala Dinner 2025

Sunday 29th November 2025 | 18:00 – 23:00

The Town Hall, Blagrove St, Reading RG1 1QH

Join us for a memorable evening of celebration, fine dining, entertainment, and fundraising as we honour our past and look to the future. Enjoy a welcome drinks reception, a three-course gala dinner at The Town Hall, a keynote speaker, surprise live performances, and exciting auctions and raffles with exclusive prizes.





Many thanks for your time